



Basic A

Class Books: Basic English Grammar Vol. A, Fourth Edition - © 2014, 2006, 1996, 1984 by Betty Schramper Azar

9 Weekly Grades:

- In each area: Speaking, Listening, Reading, Writing, Grammar, Vocabulary, Participation, Cooperation & Homework.
- Show your progress in each of these areas. If you have any concerns regarding your progress, speak with your teacher and/or your academic advisor.
- Come from numerical scores (0-100%) received on the weekly progress assessments. See assessment days on the block schedule located on the cork board in your classroom. If you are absent and want to schedule a make-up assessment, please speak with your teacher.
- Grades of 70% or higher represent normal progress. If most of your grades are 90% or higher, this could show that it's time to move up (see Level Up below).
- Will be posted on your CEL App 7-13 days after. You must speak with the Student Services Team within 4 weeks if you see a mistake in your grades.

Level Grades: Students who are at CEL for eight or more weeks will receive a transcript on their last week.

Represent the sum of your weekly grades at the level and will be given as letters according to the scale below. If you have any concerns about the grades on your transcript, please speak with your academic advisor.

Letter Grade	Percentage Points %	Letter Grade	Percentage Points %	Letter Grade	Percentage Points %
A+	97-100	B	83-86	C-	70-72
A	93-96	B-	80-82	D	60-69
A-	90-92	C+	77-79	F	Below 60
B+	87-89	C	73-76		

Level Progression: Average time to complete each level is between 8-12 weeks.

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Student Learning Outcomes:

Speaking (Interaction and Production):

1. Students can ask and answer simple questions as long as the other person will repeat or rephrase things at a slower rate of speech and help them express what they are trying to communicate.
2. Students can initiate and respond to simple statements or questions related to frequently encountered needs or very familiar topics.
3. Students can use simple phrases and basic sentences to describe familiar surroundings, for example, where they are and people they know.
4. Students can introduce themselves and use common expressions or phrases for arriving and departing greetings.
5. Students can accurately use target vocabulary and grammar when speaking.

Listening:

1. Students can follow short simple instructions.
2. Students can repeat back the personal details or ideas communicated in short, simple interaction with a classmate or a teacher.
3. Students will identify the main idea of basic phrases and familiar words about concrete, everyday topics when spoken slowly and clearly.

Reading:

1. Students can identify the ideas or events communicated in each sentence in short, simple texts using only high frequency vocabulary.
2. Students can identify familiar names, words, and meanings of very simple sentences in frequently encountered writings.
3. Students can identify the main subject of simple visual informational materials.
4. Students can read and follow basic directions that are well rehearsed in class.

Writing:

1. Students can fill in forms with personal details.
2. Students can write short, simple greetings (e.g. a postcard or very brief email).
3. Students can write simple phrases and sentences about themselves or others.
4. Student can accurately use target vocabulary and grammar in their writing.
5. Student can use basic connector words such as “and” and “then”.